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joined with committees from the Modern Language Association and the American Philological Association. The work has taken on a much wider scope than was thought of when the article was written. Under the circumstances it will be impossible to make a report in 1912.

We who are working on this committee to unify the terminology of grammar feel that our task has vast and far-reaching import. We shall be glad if other teachers will suggest to us, either specifically or generally, the course they think we should pursue. We recognize thoroughly that we are the servants, and not the masters. We only hope that no one will convince himself so thoroughly that he will find it impossible to change his mind if the committee fails to take his point of view. It is not likely that any one person will be thoroughly satisfied with the report of the committee. The question for each teacher to ask himself when he comes upon something that he doesn't like, is this: Is it not of more importance that we should have uniformity in nomenclature than that I should have my own way?

If any teachers of English desire to look further into this vexed question of varying grammatical terms, they will find an interesting article in the *Philadelphia Teacher*, written by Principal McMullin of the Longfellow High School; or, if they will address me, I shall be glad to send reprints of my *Educational Review* article of 1910.

The gravity of the present situation may be suggested by the following statements: At the present time, in twenty-five English grammar texts there are ten different names for the use of *good* in the sentence "He is good," and eighteen different names for the use of *red* in the sentence "We painted our barn red." Other names vary in much the same proportion. Is it any wonder that our students do not know English grammar?

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#### VOCATIONAL THEMES

The English department of the Grand Rapids High School hopes it has found a means of solving the vital problem of preparing students for their vocations in life through a system of themes taken up in its classes. Such theme subjects as "My Three Wishes," "My Ancestors," "My Church," "My Easiest Studies" in the first year, give the teacher an idea of the child's environment, his resources, and his natural gifts. In the second half-year the theme subjects, "Three Elements of Success," "Why Marshall Field Succeeded," bring out those qualities which lead

to success in life. This work is followed in the next year by exposition, preferably oral, of the duties, pay, hours of work, chances for rising, in the various vocations, especially in those open to people leaving high school at the end of the second year. During the third year each student writes on the vocation which he wishes to make his life-work and reads the life of some man great in that vocation. In such themes as, "Why I Choose Dartmouth," the student who plans to go to college gives his reasons for thinking that particular college will fit him best for his life-work. In the last year is emphasized what has been brought out as much as possible all through the course, the ideals of service to the church, the city, the state. "The Citizen's Duty to the Social Settlement," "The Obligations of Democracy," are examples of theme subjects. Not only does this plan offer a satisfactory method of vocational guidance but a practical means of ethical training; so it not only prevents the fitting of square pegs into round holes but sets ideals of "squareness" too.

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#### ORAL THEMES

I want to indorse strongly what has been said today with regard to the value of oral themes. We have done this work successfully for three years. We alternate oral with written themes, saving by this plan much of the time and strength expended in correcting papers, for the vital work of the classroom. The pupils select subjects based upon their experiences, or suggested by class discussions, or from current events. Sometimes, to stimulate interest, the class is allowed to choose a committee to make a program and assign the topics. In this case the teacher becomes one of the audience, delegating her authority to the committee.

The oral theme is not intended as a substitute for the written. It has its own value. It has been said that every recitation should be an oral theme. It should be, but is it? I do not believe the average pupil recites in well-developed paragraphs; alas! not always in well-developed sentences. Certainly this method will give greater fluency. It develops the critical faculty. Reckless vocabularies and grammatical lapses are matters of greater enormity if followed by a gleam of amusement in two score of eyes facing the speaker. The legitimate desire to acquit herself well before the class puts the speaker on her mettle. She must make her point, and make it as telling as possible, for her class-